**Stage 2 English as an Additional Language**

**Assessment Type 2: Responses to Texts**

**Task – A poetry analysis (literary text)**

**Oral**

The Red Room Company is an organisation devoted to making poetry a meaningful part of everyday life. <http://redroomcompany.org/>

One of their projects called *The* Disappearing is an interactive phone app that uses GPS technology to connect poetry to place. Over 200 poems with the common theme of ‘disappearance’ can be accessed via the phone app.

To practice listening skills and to learn about the poetry listen to the podcast on this page <http://redroomcompany.org/poem/kim-cheng-boey/disappearing-suite/>

All of the poems can be accessed at <http://redroomcompany.org/poems/?project=disappearing>

Select one poem with the theme of *The Disappearing* as a basis for your oral presentation. Consider looking at the written poem or the oral or video presentation if available. Make sure you select a poem you understand and can explain.

Task:

* Read or play a recording of the poem(s) to the class. This is not part of the 3 minute oral and is not assessed. It is to assist the audience so they are familiar with the poem before they hear the analysis.
* Present an oral of up to 3 minutes in length in which you discuss and explain the following:

1. how the idea of ‘disappearing’ is explored in the poem (Cp1)
2. what attitudes and perspectives are presented by the poet (An1)
3. two or three of the language features used in the poem and their impact on the audience (An2)
4. why you chose this poem

* While presenting this oral you need to use clear spoken language (C1) and quotes and evidence from the poems to support your ideas (Ap2)

**Performance Standards for Stage 2 English as an Additional Language**

| - | **Communication** | **Comprehension** | **Analysis** | **Application** |
| --- | --- | --- | --- | --- |
| **A** | Consistently clear and coherent writing and speaking, using a diverse and sophisticated vocabulary.  Sophisticated and consistent demonstration of grammatical control and complexity. | Thorough comprehension and evaluation of information, ideas, and opinions in texts.  Sophisticated comprehension of ways in which texts are composed for varied purposes, audiences, and contexts. | Consistently clear analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Thorough analysis of the relationship between purpose, conventions, and language features of texts. | Discerning use of a wide range of appropriate language features and conventions to produce coherent texts for different purposes, audiences, and contexts.  Comprehensive selection and use of information from sources, with consistent and appropriate referencing. |
| **B** | Usually clear and coherent writing and speaking, using a sound vocabulary.  Effective and usually accurate grammatical control and complexity. | Well-considered comprehension and evaluation of information, ideas, and opinions in texts.  Detailed comprehension and evaluation of ways in which texts are composed for specific purposes, audiences, and contexts. | Well-considered analysis and evaluation of personal, social, and/or cultural attitudes and perspectives in texts.  Effective analysis of the relationship between purpose, conventions, and language features of texts. | Effective use of a range of appropriate language features and conventions to produce texts for different purposes, audiences, and contexts.  Effective and considered selection and use of information from sources, with appropriate referencing. |
| **C** | Generally clear and coherent writing and speaking, using an appropriate vocabulary.  Appropriate grammatical control and some complexity. | Comprehension and some evaluation of information, ideas, and opinions in texts.  Accurate comprehension of ways in which texts are composed for familiar purposes, audiences, and contexts. | Appropriate analysis of personal, social, and/or cultural perspectives in texts, with elements of evaluation.  Some analysis of the relationship between purpose, conventions, and language features of texts. | Appropriate use of language features and conventions to produce texts for different purposes, audiences, and contexts.  Selection and use of information from sources, with appropriate referencing. |
| **D** | Occasionally clear and coherent writing and speaking, using a restricted vocabulary.  Partial grammatical control and some complexity. | Some comprehension of aspects of information and/or ideas in texts.  Some comprehension of ways in which some texts are composed for purposes and audiences. | Some recognition of the personal, social, and/or cultural perspectives in texts.  Some description of the relationship between purpose, conventions, and language features of texts. | Some use of language features and conventions to produce texts with some awareness of purposes and audiences.  Use of information from a narrow range of sources, with attempted referencing. |
| **E** | Limited clarity and coherence in writing and speaking, with a restricted vocabulary.  Limited grammatical control. | Limited comprehension of information in texts.  Limited awareness of one or more ways in which texts are composed for a purpose and audience. | Limited recognition of the personal, social, or cultural ideas in a text.  Limited description of purpose, conventions, and/or language features of a text. | Limited use of language features to produce a text.  Use of information from a source. |